

Mini-Map for EE.OKH.1

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.1 The student will identify the geography and historic foundation laid by American Indian, European, and American cultures in the state of Oklahoma.	OKH.1 The student will describe the state’s geography and the historic foundations laid by American Indian, European, and American cultures.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance using visual, or auditory, or other supports, the student will identify terms associated with natural resource found in Oklahoma (e.g., oil, coal, salt, limestone, granite, sand, gravel, gypsum, etc.).	With assistance, the student will identify and locate one or more cities/towns on an Oklahoma map and a natural resource found at that location.	The student will demonstrate how to locate cities and natural resources on a map of Oklahoma and identify one historical fact laid by the American Indian, European, and American cultures.	The student will independently create a diagram of cities with natural resources in Oklahoma, including identifying historical facts laid by the American Indian, European, and American cultures.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.OKH.2

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.2 The student will identify cultural and historical similarities and differences of the existing sovereign tribal nations in Oklahoma, especially near their local community.	OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with the sovereign tribal nations in Oklahoma.	With assistance, the student will identify cultural and historical similarities and differences of at least two sovereign tribal nations in Oklahoma, especially near their local community.	With assistance, the student will identify cultural and historical similarities and differences of the sovereign tribal nations in Oklahoma from early contact through the Indian Removal Act, especially near their local community.	The student will independently identify and compare the cultural and historical migrations, settlements, relocations and removals of the sovereign tribal nations in Oklahoma from early contact through the Indian Removal act and its aftermath.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.OKH.3

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.3 The student will identify the impact of the Civil War on the American Indians.	OKH.3 The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with the Civil War.	With assistance, the student will identify the names of tribal nations and terms surrounding the impact of the Civil War on the American Indians (e.g., Reconstruction Treaties, Tribal Sovereignty, Homestead Act, etc.).	The student will identify the impact on the American Indians of the Civil War and land openings (e.g., railroads that were constructed through the Indian Territory, cattle/coal mining industries, Dawes Act, etc.).	The student will independently identify and compile evidence to compare how American Indians and Settlers felt from the outbreak of the Civil War through allotment and land openings (e.g., Indian Reorganization Act).

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.OKH.4

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.4 The student will identify the branches of state government, their functions, and powers outlined by the Oklahoma Constitution.	OKH.4 The student will analyze the formation of constitutional government in Oklahoma.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with the branches of Oklahoma government.	With assistance using visual or verbal prompting, the student will identify the branches of government and their functions for Oklahoma.	The student will identify the branches of Oklahoma government, their functions, and powers outlined by the Oklahoma Constitution.	The student will independently identify and compose a visual guide comparing the branches of state government, their functions, and powers with the United States government.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

Mini-Map for EE.OKH.5

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.5 The student will identify the transformation following the statehood of Oklahoma and the contributions made.	OKH.5 The student will examine Oklahoma's political, social, cultural, and economic transformation during the early decades following statehood.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with the transformation of Oklahoma following statehood (e.g., oil, art, agriculture, aviation, mining, etc.).	With assistance, the student will identify at least three events that impacted the transformation of Oklahoma following statehood.	The student will identify events that impacted the transformation of Oklahoma following statehood (e.g., Indian Citizen Act of 1924, World War I & II, the code talkers, and the 45th Infantry, the Great Depression, oil industry, etc.).	The student will independently identify, with visual or textual evidence, an event that had an impact on the transformation of Oklahoma following statehood.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.OKH.6

Subject: Oklahoma History



Learning Outcome

Essential Element	Oklahoma Academic Standard
EE.OKH.6 The student will identify and describe basic economic activities in the state of Oklahoma from the 1950's through the present.	OKH.6 The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target (Objective)	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with the economic activities in the state of Oklahoma from the 1950s through the present (e.g., rural, urban, highway, military base, bridges, oil, agriculture, cattle, mining, etc.).	With assistance, the student will identify at least three economic activities in the state of Oklahoma from the 1950s through the present.	The student will identify Oklahoma's major economic activities and the growth of the state from 1950s through the present, (e.g., oil, agriculture, rural to urban migration, military installations, state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System, etc.).	The student will independently identify and describe, with visual or textural evidence, the economic activities in the state of Oklahoma from the 1950s through the present.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.